



Galveston College Read Deeper

The Galveston College Quality Enhancement Plan (QEP) strives to improve students' critical reading proficiency of disciplinary content by engaging students in the active, reflective, analytical process of deriving meaning from a text. The overarching goal of the QEP is to use critical reading best practices to increase the rate of student success in gateway courses.

The progress toward this goal will be measured through three student learning outcomes (SLOs):

1. Students will demonstrate improvement in analyzing academic reading material.
2. Students will demonstrate improvement in academic vocabulary.
3. Students will demonstrate increased metacognition and self-reported use of reading strategies.

Critical reading proficiency will be achieved through a two-tiered strategy. First, select faculty and staff will be trained in critical reading best practices; second, students will participate in course initiatives designed to help them engage in critical reading habits and increase metacognitive awareness of reading practices. The critical reading QEP will be implemented primarily in gateway courses selected because of the broad base of students enrolled in those courses, the strong reading skills needed to succeed in those courses, and the willingness of faculty to participate.

Critical reading was chosen as the QEP topic at the culmination of an eleven-month, college-wide discussion in which faculty, staff, the Board of Regents, and students participated in meetings, presentations, online surveys, and break-out group discussions. During this broad-based conversation and analysis of institutional data, three topics rose to the surface and were seriously considered. Ultimately, critical reading was selected as the focus for the College's QEP, based on the feedback from relevant constituencies and the perceived impact it would have on student learning.

Embedded within the QEP are both formative and summative assessments. The ETS Proficiency Profile will measure student critical thinking and reading proficiency against a nationwide benchmark. A standardized critical reading rubric will gauge student progress throughout the semester, as well as assess the effectiveness of critical reading in specific courses. Student metacognition and use of reading strategies will be measured through the Metacognitive Awareness of Reading Strategies Inventory (MARS). Additionally, select Community College Survey of Student Engagement (CCSSE) questions will further provide indirect measures of reading achievement across time.

Critical reading as a QEP topic is well within the College's ability to implement and supports the mission and strategic plan. Through critical reading of academic texts, GC will increase student learning and bolster students' overall academic competency, thus helping them become independent, lifelong learners.

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